



Spicy Hot Colors: Colores Picantes

By Sherry Shahan
Illustrated by Paula Barragan

Outcome:

Students will demonstrate an understanding of the story through discussion, predicting, reading, naming, listening, matching, movement, and making patterns. Students will read and explore the book *Spicy Hot Colors* while utilizing multidisciplinary connections in language arts, math, music, art, cooking, and Spanish.

About the Book:

Guided Reading:

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Region:

Latin America

ISBN:

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Materials:

- Rhythm instruments
- 9-3" x 5" unlined white index cards per student
- Crayons
- Recording of song, "La Cucaracha," CD or tape player
- Construction paper
- Sponges cut into shapes
- Tempera paint in primary colors, water in cups for cleaning
- Pans and brushes for paint
- Newspaper to cover tables; smocks
- Pre-painted pasta with hole in the middle (tube-shaped)
- 2 shoelaces per student
- 3 "ponds" cut out of blue, red and yellow construction paper
- 24 fish shapes cut from blue, red and yellow construction paper (8 of each color)
- 12 paper clips
- Glue
- Magnet
- String
- Stick for fishing pole (about 6 inches)
- "Memory Match" Worksheet
- Scissors
- Color books for Spanish picture books on tape or CD
- (Optional): *Cool Cats Counting* by Sherry Shahan



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Pre-Kindergarten

Cooking Materials:

- Frying pan
- Paper towels, napkins, plates
- Tongs
- Pot holders
- 1 package of flour tortillas
- 1 cup cooking oil
- Cinnamon sugar

Instructional Plan

Introduction

Directions:

- Ask students to name his/her favorite color.
- Help students form a “human bar graph” to show which color most of the students like best.
 - Help students gather in groups, by color chosen, and form a straight line. Groups line up next to each other so that students can see which line is the longest.
- Lead students in a “color walk” around the school. Students name objects and tell what color they are.

Teacher Reads the Book

- Hold up the book, *Spicy Hot Colors*, and read the title in English and Spanish. Read the author and illustrator names.
- Ask students to predict what the story is about.
- Lead students in taking a picture walk through the story. Present the illustrations and ask students to name words that they think are in the story.
- Read the story and discuss any words that might be unfamiliar to the students.
- Reread the book and students repeat the colors in both English and Spanish.



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Assessing Students' Comprehension:

- Ask students to name the colors in the story (in sequential order)
- Ask students to name the objects for each color. Show illustrations as needed.
- Ask students to count objects on each page.
- Using the first four pages, introduce the idea of “onomatopoeia,” words that imitate the sound that they describe (ex: drip drop, bang, snap, etc.)
- Reread each page and ask students which words imitate the sound that they make. Students think of other onomatopoeic words, such as animal sounds.
- Encourage students to make “text-to-self” connections. Students tell what pictures and colors remind them of and relate them to their own lives. Do the same for “text-to-world” connections. Students share their knowledge of the pictures.
- Record students' names and responses. Create a book of all the responses for each student.
- Ask students why the book is titled, *Spicy Hot Colors*.

Follow Up Activities:

Rhythm

Directions:

- Teacher rereads the story, emphasizing the rhythm and poetic form.
- Students play rhythm instruments, imitating the rhythm of the text.

Show Your Colors

Directions:

- Give each student 9 unlined index cards and crayons (red, orange, yellow, green, blue, purple, brown and black)
- Tell students to color each index card a different color and leave one blank. The blank card represents the color, white.
- Ask students questions requiring a color name for an answer; students respond by holding up a colored card. (Ex: What color is Ann's shirt?)
- Give each student a chance to ask a color question.



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Follow Up Activities:

Music

Directions:

- Reread the last page of the book and show illustrations.
 - “The spicy hot colors sizzle on a Saturday night / be-bop-bolero / bim-bam-la-bomba / La Cucaracha! ¡Ole!”
- Students listen to a recording of “La Cucaracha!” and dance in the way that the song inspires movement.

Movement

Directions:

- Teacher and students review the story in search of dance and movement words (ex: slither, slide, samba! wiggle, waggle, rumba!)
- Ask students to show how they think these movements look.
- Tell students to invent their own “spicy hot” dance and show the class.

Musical Chairs

Directions:

- Cut out squares from red, orange, yellow, green, blue and purple construction paper. Give one square to each student and ask him/her to name the color.
- Ask students to sit in their chairs in a large circle.
- If the color name that a student has is called, he/she stands up and changes seats with another person with the same color.
- When teacher says “rainbow,” each student gets up and exchanges his/her colored paper with another student.

Sponge Painting

Directions:

- Students dip sponges into paints being careful not to oversaturate the sponges with paint.
- Students gently press the sponges onto paper.
- Teacher encourages students to overlap prints to see what colors they make.



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Follow Up Activities:

Making Bunuelos

Directions:

- Refer to the ingredients listed on page 2 under “Cooking Materials”
- Place tortillas in hot oil until crisp and brown on both sides; use tongs to turn.
- Place hot tortillas on paper towels to drain excess oil.
- Sprinkle with cinnamon sugar. Serve.
- Ask students if their Bunuelos make a crispy, crunchy sound.

Compare and Contrast

Directions:

- Read *Cool Cats Counting*, also by Sherry Shahan and compare/contrast with *Spicy Hot Colors*.

Making Patters with Pre-Dyed Macaroni Beads

Directions:

- Create color patterns by stringing tube-shaped pasta on shoelaces.
- Use one shoelace to create a permanent pattern for a necklace and the remaining shoelace to continue making color patterns.

Fishing Matching Colors

Directions:

- Assemble fish by cutting out 24 fish shapes from blue, red, and yellow construction paper.
- Tape a paper clip near the mouth of the fish.
- Glue another fish of the same color on top, so that paper clip is covered.
- Assemble a fishing pole: tie a magnet to one end of a stick.
- Tie the other end of the string to one end of the stick.
- Place the 3 ponds (cut out of blue, red and yellow construction paper) flat on the table.
- Students catch a fish by placing the magnet near the fish’s mouth.
- Students place each fish in the pond of the matching color.



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Follow Up Activities:

“Memory Match” Worksheet

Directions:

- Cut out the 9 pairs of cards with color names in English and Spanish.
- Students draw and color the same object from the story on both cards in the pair.
- Students form small groups of 2 or 3 students to play the game.
- Start by playing the game with 4 or 5 pairs of card and gradually increase. Place the cards face down in a grid pattern.
- Students take turns turning over the cards; two each turn. Students name the color and the object of the card. If the cards match, the student keeps the pair. If they do not match, place face down in original spots.
- Continue until all of the pairs are matched.
- Students mix up the cards and play again.

Listening

Directions:

- Listen to recorded color books or Spanish picture books on tape or CD.



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Name _____

Date _____

Memory Match

red rojo	red rojo	brown pardo	brown pardo	black negro
orange anaranjado	orange anaranjado	purple morado	purple morado	black negro
yellow amarillo	yellow amarillo	blue azul	blue azul	
green verde	green verde	white blanco	white blanco	